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A SURVEY OF SCHOOL GROUNDS, SCHOOL PLANT AND TEACHERAGE CONDITIONS IN EIGHTY SCHOOLS SITUATED IN CENTRAL AND NORTHERN ALBERTA

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR

THE DEGREE OF MASTER OF ARTS

DEPARTMENT OF EDUCATION

BY

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EDMONTON, ALBERTA

MAY, 1940.

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CHAPTER I

PURPOSE OF THE INVESTIGATION

In recent years, especially those constituting the post-war period from 1918 to the present day, interest in education has been very keen in all parts of the world. The colossal undertaking on the part of Russia in attempting to convert, in the course of one generation, a population of some one hundred seventy million people from what was almost a state of illiteracy to a state of literacy, has been watched by all nations with profound interest; the welding of a nation out of the heterogeneous mass that constituted the Chinese poeple twenty years ago; the transformation of nations like Germany and Italy by educating the youth in the acceptance of a new political-economic order; the moulding, in the brief span of twenty years of a nation such as Finland, small in comparison with the nations previously mentioned when measured in terms of population yet great when one considers the high ideals and the indomitable spirit of its people; these and many other instances that might be cited have demonstrated the importance of education to a nation and havecaused all nations to take stock of their educational systems and where it has appeared necessary so to do to take steps to improve them.

We in Canada, and especially those of us living in Alberta during the past five years have been conscious of the fact that our educational system has been subjected to close, critical scrutiny followed by the introduction of radical changes.

The period from 1935 to 1940 has witnessed major innovations in the Alberta educational system. Some of these changes were the natural outcome of emerging from the pioneer stage of development and others were caused by the adoption of a new philosophy of education.

For a number of years prior to 1936 educationists in Alberta were of the opinion that the "Local Board System" of school administration, which had met the needs of the province during the pioneering period, had served its day and had to be modified if the province were to continue making educational progress. Two experiments in setting up larger units of administration for rural schools in Alberta, namely the Berry Creek and Turner Valley experiments, had proven quite successful, so in 1936, in order to test the scheme more fully, eleven school divisions were established in various parts of the province. On the average, from sixty to eighty local districts were amalgamated to form a division. The financing and general administration of the schools was entrusted to an elected board of five members. The operation of these eleven divisions proved so successful that it was deemed advisable to push forward vigorously the work of re-organization with the result that to-day there are in existence 46 rural school divisions in Alberta which include in the aggregate over ninety-five per cent of the rural schools in the province. This administrative re-organization has made possible the attainment of many improvements that were impossible of attainment under the old system.

With regard to philosophy of education there have been radical changes in Alberta in the last few years. The Progressive Education Movement in the United States has made itself felt in this province to the extent that a slightly modified form of John Dewey's philosophy of education has been adopted. This has led to a re-organization of our schools, a thorough revision of the school curriculum, the adoption of new examination and grading procedures and changes in teacher-training. A few words regarding each of the foregoing will serve to show that through them fundamental innovations in our educational system have been made.

Grade Grouping Re-organization

The 8 - 4 system, consisting of a public school with eight grades and a high school with four grades has been abandoned in favor of a 3 - 3 - 3 - 3 system consisting of an Elementary School composed of two divisions, Grades I, II and III forming Division I and Grades IV, V and VI forming Division II; an Intermediate School consisting of Grades VII to IX inclusive and a High School consisting of Grades X to XII inclusive. From a psychological standpoint this grouping of the grades is deemed sounder than the old arrangement.

Curriculum Revision

The revision of the curricula was a natural corollary of the re-grouping of the grades. In this connection radical departures were made. Although an out-and-out activity program was not adopted a semi-activity program, calling for new teaching procedures and techniques designated as the "Enterprise

System", was authorized. In the Intermediate School an attempt was made to enrich the course by offering in addition to the usual academic subjects certain optional subjects including General Shop, Household Economics, Typing, etc. In the High School Program still greater freedom of choice was accorded the individual. The compulsory courses are limited to three, namely: English, Social Studies and Health Education. A whole host of academic, special and general electives make it possible for any student to follow a course that is intrinsically interesting to him.

Examinations and Grading

The number of Departmental Examinations has been reduced to two, one for Intermediate School leaving and one for High School leaving. Examination results are treated statistically and promotions made on the basis of a normal distribution. The percentage gradings have been re-placed by a four point letter-grading system. The standing a pupil attains on the Grade IX Departmental Examination is taken to be indicative of his special aptitudes and is taken into consideration in drafting his High school program.

Teacher-training

The changes in the school curricula have made corresponding changes in teacher-training work necessary. Special attention is given to the enterprise teaching methods and devices for use in the Elementary School, whereas the students must be given special training in teaching social science and optional subjects in the Intermediate and High Schools.

The Department of Education of the Province of Alberta is to be commended for introducing the reforms that have been mentioned but it must be borne in mind that in order to give effect to a good educational program in addition to having a carefully planned curriculum and well-trained teachers there must be suitable physical equipment in the form of good playgrounds and well constructed and properly equipped schools. The responsibility of providing the school plants in this province is that of the local and divisional school boards. It is this fact that suggested the problem of this thesis.

The Problem

In view of what has been accomplished by the Department in modernizing our educational system and since we are limiting our study to conditions in rural schools, it should be fair and timely to ask the following questions:

1. Are the rural school facilities of this province suitable for giving effect to the present Elementary and Intermediate School Program?
2. If they are inadequate, why are they so?
3. If the facilities are inadequate what practical steps can be taken to overcome the deficiencies?

The succeeding chapters are devoted to the report of a survey made by the writer in an attempt to discover satisfactory answers to these questions.

CHAPTER II

GENERAL REMARKS REGARDING THE SURVEY

The writer has long been conscious of the fact that many of our rural schools are not as efficient as they should be by reason of the fact that they are lacking in essential equipment. Whether this was generally true of our rural schools one could not be certain for data relating to this were not available. First hand experience in visiting rural schools in the drouth area of south-eastern Alberta during the years 1936 to 1939 convinced me that, as one would expect, the efficiency of the schools in that part of the province was seriously impaired by lack of proper equipment, but in order to discover whether or not schools in the more prosperous parts of the province were under a similar handicap, I put the first question propounded in the preceding chapter to a class of one hundred and thirty-six teachers taking a rural education course in the 1939 session of the Department of Education Summer School at Edmonton, namely, "Are the rural school facilities of this province suitable for giving effect to the present Elementary and Intermediate School Program?". The question elicited a variety of answers although the consensus of opinion was that there was urgent need for improvement of these facilities. It was, however, impossible to secure from these teachers detailed data with respect to the schools of which they had been in charge during the preceding year for although they retained general impressions of the school equipment, the details escaped their memory.

This group of teachers generously agreed to assist me in making a survey of the schools in which they would be teaching during the school year 1939-40. Accordingly, I prepared a questionnaire of one hundred and thirty-two questions calling for information with regard to the school grounds, the out-buildings, the school house and its equipment, the teacherage and general information with respect to the operation of the school. These questions and the consolidated returns from each question are reproduced in tabular form in succeeding chapters.

It is of interest to note at this stage that one of the objects of the Alberta Teachers' Association is "To promote and advance the interests of teachers and to secure conditions which will make possible the best professional service".[1] The teachers felt that by participating in a survey of this kind they could make a slight contribution to their profession by making available to the provincial and local executives of the A.T.A. reliable data that should assist in the realization of this very worthy aim. The teacher owes it to his pupils and to himself to do all in his power to secure and maintain such conditions that the class-room, playground and extra-curricular activities of the school can be conducted with reasonable expectation of their yielding profit and pleasure to the pupils.

In preparing the questionnaire, care was taken to make

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[1]Alberta Teachers' Profession Act, 1935.

it as comprehensive as possible and to facilitate answering the questions each question was made as specific as possible, requiring in most cases merely the encirclement of a "Yes" or "No". A covering letter was sent with each questionnaire together with a bulletin from the School Buildings Branch containing valuable information for guidance in building or renovating schools. This pamphlet furnished criteria for judging certain features of the school building in answering the questionnaire.

The following directions for completing the questionnaire were given:

> "Please encircle the appropriate answer after each question. Where a letter grading evaluation is requested encircle the letter in accordance with the following scale of values: "A" - Excellent; "B" - Very Good; "C" - Good; "D" - Fairly Good; "E" - Poor. In a few instances blanks are provided for one or two word written answers."

In order to secure reliable data I deemed it necessary to assure the teachers that any information given me on the returns would be regarded as strictly confidential. I have every reason to think that each teacher tried to give me the true facts regarding the school of which he is in charge.

One hundred and thirty questionnaires were sent out. Ninety-seven replies were received and in addition a few letters were received stating that the individuals to whom they were sent were not teaching this year. From the ninety-seven returns eighty were selected for purposes of consolidation. The following were the reasons for rejecting the others:

Schools constructed very recently, therefore in process of being furnished and equipped	2
School in mining camp where conditions were vastly different from those of an ordinary rural school	1
School located temporarily in a farm house	1
Two-roomed rural schools	3
Town School	1
Schools in drouth area	4
Schools in Southern Alberta	5
TOTAL	17

The schools chosen constitute a fair random sampling of the one-room rural schools of central and northern Alberta. Seventy-two of these schools were within divisions, the total number of divisions represented being thirty-two. Eight were schools that are still under local board control.

We shall now consider the consolidated returns.

CHAPTER III

THE RURAL SCHOOL GROUNDS

TABLE I

QUESTIONS AND CONSOLIDATED RETURNS RE SCHOOL GROUNDS

1.	Is the school site on high well-drained land?	Yes	61	No	19
2.	Is the land comparatively level?	Yes	57	No	23
3.	What is the area of the school grounds? (a) Less than three acres - 41 (b) Equal to three acres - 27 (c) More than three acres - 12				
4.	Has it been customary to permit horses to range freely within the school grounds?	Yes	32	No	48
5.	Are there special pasture facilities for the children's horses?	Yes	6	No	74
6.	Is there a flag-pole with requisite attachments on the school premises?	Yes	22	No	58
7.	To what extent is it used? (a) Constantly - 3 (b) Occasionally - 13 (c) Never - 64				
8.	If the flag is not flown outside the school is it displayed within the school as required by the School Act?	Yes	58	No	22
9.	Has there been any attempt at any time to beautify the school grounds?	Yes	47	No	33
10.	If there has been any attempt at beautification indicate by writing "Yes" in the check column beside the means employed that are listed below, and in the third column by means of a letter grading evaluate the success of these efforts as evidenced by the school grounds during the year 1939:				

TABLE I (CONTINUED)

QUESTIONS AND CONSOLIDATED RETURNS
RE SCHOOL GROUNDS

Beautification Attempt	Check	Present Value A	B	C	D	E
Evergreen Trees	14	1	2	1	6	4
Softwood deciduous trees	19	1	4	6	3	5
Hardwood deciduous trees	7	2	-	1	2	2
Caragana hedges	20	2	1	5	7	5
Other hedges	4	-	1	1	1	1
Perennial flowers:						
(a) Spring flowering	12	-	-	6	3	3
(b) Summer flowering	10	-	1	5	2	2
(c) Autumn flowering	3	-	1	-	1	1
Annual flowers:						
(a) Spring flowering	5	-	1	2	1	1
(b) Summer flowering	14	-	2	5	3	4
(c) Autumn flowering	7	1	1	2	2	1
Seeding of lawn	1	-	-	1	-	-
Growing of vines						
(a) Annuals	3	-	-	1	-	2
(b) Perennials	2	-	-	-	-	2

11. Has bulb planting been employed by growing bulbs in the school? Yes 9 No 71

12. How enthusiastic are the people in the district re horticulture?

A	B	C	D	E
-	8	19	32	21

13. Has it been customary to observe Arbour Day by planting trees, etc. on the school premises? Yes 11 No 69

14. Are the school premises fenced? Yes 73* No 7

15. Indicate the type of fence in use:
(a) Woven-wire - 35
(b) Plain wire - 9
(c) Barbed-wire - 24

16. In what state of repair is the fence at present?

A	B	C	D	E
16	22	20	11	4*

TABLE I (CONTINUED)

QUESTIONS AND CONSOLIDATED RETURNS
RE SCHOOL GROUNDS

17.	Are the playgrounds within full view from at least one window of the school?.....	Yes 34		No 46			
18.	Is there ample playground space to meet the needs of the pupils at present on the roll?.....	Yes 63		No 17			
19.	Evaluate the playground equipment from the standpoint of variety.....	A	B	C	D	E	
		2	0	16	28	34	
20.	Indicate the present state of repair of the playground equipment.....	A	B	C	D	E	
		2	9	29	9	23[a]	
21.	Is there a well on the school premises?..	Yes 36*		No 44			
22.	Is the well in use?.....	Yes 25		No 11*			
23.	Indicate how water is brought to the surface: (a) pump - 23 (b) rope and bucket - 13*						
24.	Indicate the present state of repair of the well	A	B	C	D	E	
		9	9	5	5	8*	
25.	Indicate the suitability of the location of the well with respect to possible sources of contamination.....	A	B	C	D	E	
		16	12	5	1	2*	
26.	In your opinion is the water safe for human use?.....	Yes 29		No 7 *			
27.	If you do not deem the water safe have you taken any steps to have the water analysed by the Provincial Analyst?.....	Yes 2		No 5 *			

[a]The number 23 under "E" for evaluation of variety of playground equipment includes nine schools that had no such equipment.

*The asterisk indicates a total that is analysed more fully in sections immediately following that are marked with asterisks.

An Analysis of Table I and Comments Thereon

The self-explanatory nature of the returns in Table I and succeeding tables makes comments almost superfluous. The remarks that are made with respect to these returns are intended to suggest remedial measures that can be taken to bring about improvement where the same appear necessary.

Sections 1-3.- show that in the past too much attention has been paid to locating schools at the exact geographical centre of the school district. In a few instances the teachers, in submitting their reports, were at pains to give details showing that the site of the school was very poorly chosen. Under the new divisional set-up it should be possible to rectify some of the serious errors that have been made in the past in school placement and the forces that were responsible for such misplacement can be resisted more successfully when choosing new sites to which old schools could be moved or on which new schools are to be erected. As for the size of the school site the minimum requirement of the Departmental Regulations,[1] namely three acres, should be observed and if possible four to five acres should be secured.

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[1]Section (3) General Regulations of the Department of Education, 1931.

Sections 4 and 5.- point clearly to the necessity for pasture and service areas as part of the school premises if any scheme of school grounds beautification is to be reasonably successful.

Sections 6-8. - have important bearing upon the school's duty of instilling patriotism. In these days many people feel that our schools have been remiss in teaching respect for our flag. The chief objection to out-door flag-flying at our schools appears to be that the school boards think the cost of so doing is prohibitive. In view of this the following data is submitted:

The records of the Edmonton Normal School, where an outside flag is kept flying every school day of the year during the hours of school, show that it requires two flags a year to maintain this service.

The price of Union Jacks is as follows:

1. Three feet - $2.40
2. Four and a half feet - $3.50
3. Six feet - $4.75
4. Seven and a half feet - $6.25

The cost of erecting a suitable standard equipped with pulley and ropes should not exceed $10.00.[1] The six foot flag should serve the needs of the average rural school, thus after the initial cost of erecting the

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[1]This is an average figure estimated by a number of competent construction men.

flag standard has been met the maintenance costs should not prove prohibitive. Furthermore, the older pupils in the school could be assigned the task of "breaking" the flag in the morning and lowering it at night. If thought desirable this could be done to the accompaniment of suitable exercises by the whole school.

Sections 9 - 13. - The returns in these sections constitue a sad commentary upon agriculture teaching in our schools. When one considers that in 53 out of 80 districts the people are indifferent to horticulture and that in 69 out of the 80 Arbour Day is not observed is it surprising that the school grounds beautification achievements are as meagre as those set forth in section 11?

The teachers must assume their fair share of blame for the state of our school grounds but they are not alone to blame. The administrative authorities, including the officials of the Department of Education and the members of the school boards must also be held responsible.

As one scans the reports of inspectors of schools since the formation of the province there is abundance of evidence to show that school boards in general have not been keenly interested in beautifying the school grounds and beyond exhortation coming from the inspectors through their reports urging the boards to beautify the grounds no systematic

practical attempt seems to have been made to cope with this problem.

The last statement can be modified to the extent of saying that where school boards wished to avail themselves of the services of the Dominion Forest Nursery Station at Indian Head, Saskatchewan or the Extension Department of the University of Alberta they were given assistance freely. The Dominion Forestry Branch confined its activities to assisting in planting shelter belts which is only the first, though important, step in undertaking a comprehensive beautification scheme.

It is significant to note that an extensive search for a map of a model Alberta rural school grounds proved fruitless. Accordingly, knowing that the Lacombe Nurseries of Lacombe, Alberta, has had many years of successful experience in landscape gardening throughout this province. I requested them to prepare such a map for me in accordance with certain specifications. This they consented to do and with their kind permission I reproduce herewith blue-print copies of their plan.

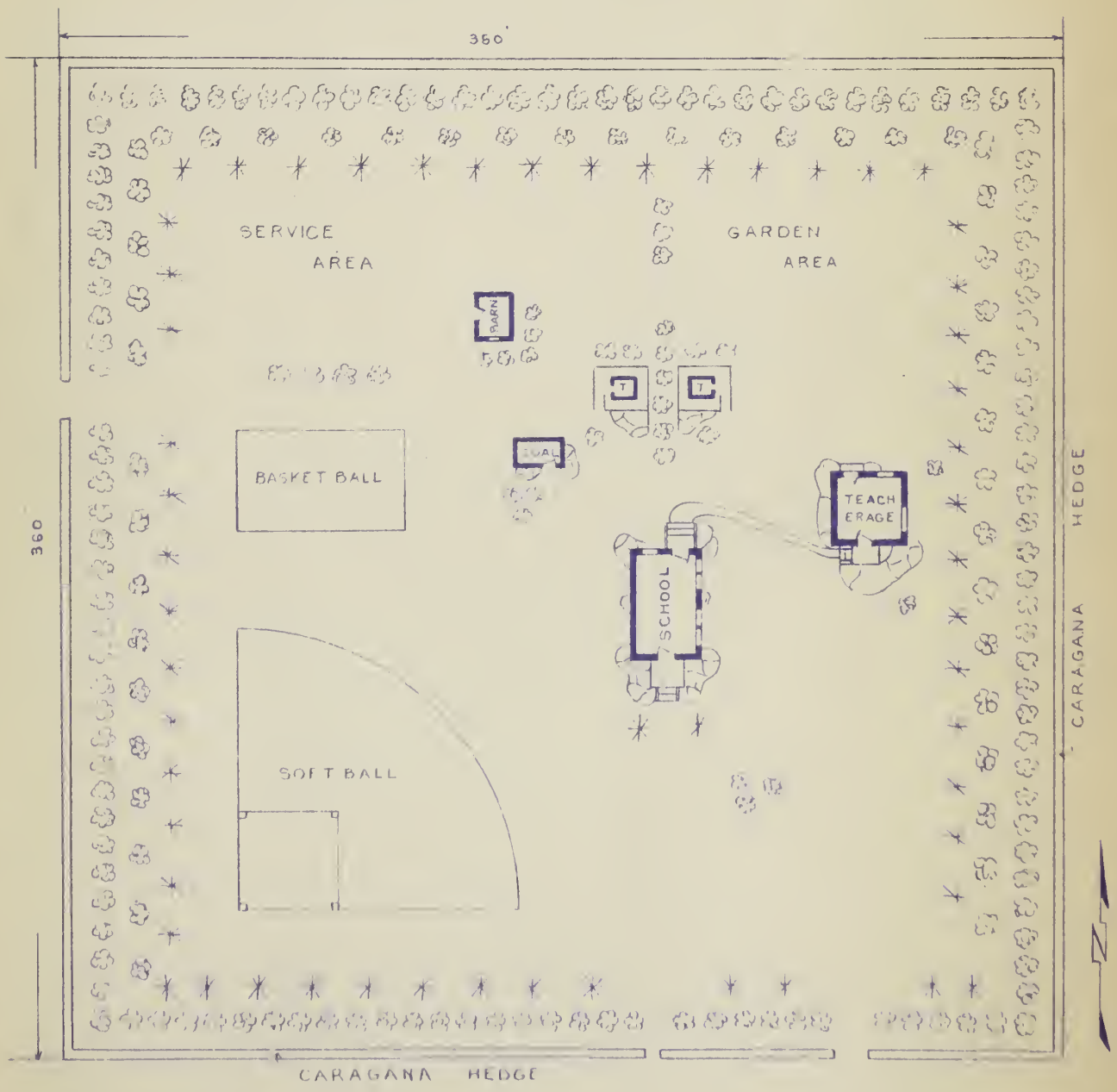
SUGGESTED LANDSCAPE DEVELOPEMENT

FOR

A RURAL SCHOOL

PLANNED BY THE LACOMBE NURSERIES.

SCALE 60 FEET = 1 INCH



LEGEND ON NEXT PAGE.

LEGEND

CARAGANA HEDGE

OUTER ROW - NORTH WEST POPLAR & GREEN ASH

MIDDLE ROW - AMERICAN ELM

INNER ROW - WHITE SPRUCE.

AT SCHOOL ENTRANCE - COLORADO BLUE SPRUCE.

INDIVIDUAL TREES AND CLUMPS CONSISTING OF :

MOUNTAIN ASH

AMERICAN ELM

GREEN ASH

STANDARD WILLOW

AMERICAN BIRD CHERRY

NORTH WEST POPLAR

THE FOLLOWING SHRUBS AND PERENNIALS ARE SUITABLE FOR USE IN VICINITY OF BUILDINGS. DETAILS AS TO ARRANGEMENT AVAILABLE FROM THE LACOMBE NURSERIES.

VILLOSA LILAC

SP. BILLIARDI

SP VAN HOUTTI

SP SORBOFOLIA

GRAFTED LILACS.

COTONEASTER SHRUB

TARTARIAN HONEYSUCKLE

BUCKTHORN

CUTLEAF ELDER

FLOWERING CURRANT

ROSA HANSA ROSE

The first step that any district should take in planning a school grounds beautification program is to draft a plan showing the ultimate objectives of the undertaking. It is hoped that the plan submitted herewith will be of some practical value, serving as a guide for the drafting of plans to meet the needs of rural school districts in the province.

Brief reference to the salient features of this map should serve to outline the most important considerations one should keep in mind in planning a school grounds planting program.

First there should be a shelter belt of hardy trees around the outer border of the school grounds.

Second: The playgrounds should be placed in such positions that their free use by the pupils would not endanger plants.

Third: A service area for enclosing vehicles or permitting tethering of horses should be screened off from the rest of the grounds by means of trees and hedges.

Fourth: Out buildings should be effectually, yet pleasingly, screened by means of trees, shrubs and hedges.

Fifth: The placing of ornamental trees at certain places to secure variety and balanced effects would add greatly to the general attractiveness of the premises.

Sixth: Flowering shrubs and perennials around the buildings should be chosen with a view to securing blooms early in the spring and late in the fall so as to afford maximum enjoyment for the children. In this connection the use of bulb plants is inexpensive yet yields very worthwhile returns.

Seventh: The selection of a hardy grass like the crested wheat grass should be made if native grasses do not furnish sufficient covering for the playground areas.

Sections 14-16. - The only comment necessary re school fences is to point out that the General Regulations of the Department of Education prohibit the use of barbed wire for school fences. Apparently this regulation is not being respected.

Sections 17-20. - The playground facilities appear to be very inadequate not only from the standpoint of variety but also from the standpoint of repair.

Sections 21-27. - The type of well and the maintenance of the well are matters of utmost importance. Although the Departmental Regulations do not make it imperative that a well be sunk on the school premises they are quite stringent as to the manner in which wells, when they are on the premises, should be maintained.[1]

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[1]Section 5 - General Regulations of the Department of Education 1931.

The open well is strictly prohibited yet the returns of this survey reveal thirteen violations of the regulations in this respect. There have been tragic accidents caused by people falling into open wells on school premises which should have warned school boards of the danger of this type of well. One of the first things the divisional boards should do is to take measures to replace rope and bucket, water-lifting devices with pumps and thus conform to the requirements of the Departmental Regulations.

Whether or not one has reason to suspect the water in the school well of being unsafe for human use, the water should be tested from time to time. The services of the Provincial Analyst are available at all times for this purpose. One has only to write the Provincial Laboratory for containers which will be sent by return express. No charge is made for analysis the only cost entailed is that of paying express on the container, both ways.

In concluding the discussion of Table I, I submit an outline of a suggested enterprise entitled "An Ideal School Ground", this outline was prepared by a committee of teachers from the Rural Education Class co-operating in the making of this survey. The enterprise contains many interesting and practical suggestions for arousing and maintaining pupil interest in the beautifying of the school grounds.

AN IDEAL SCHOOL GROUND

OBJECTIVES

1. Appreciation of the ways the school may serve the community.
2. Appreciation of the effect of environment on the modes of living.
3. Appreciation of the magnificence of natural phenomena through own developed powers of observation.
4. Leisure time occupation.
5. A knowledge of how to plant and care for flowers, trees, shrubs.

SETTING THE STAGE

Beautiful, colorful pictures of gardens. (seed catalogues and magazines).

THEME

Go make thy garden as fair as thou canst,
Thou workest never alone,
Perchance he whose plot is next to thine,
Will see it and mend his own.
Elizabeth Rundle Charles.

PROSPECTS

1. Make a blue-print plan including a well arranged playground.
2. Preparing a book for the school library, with illustrations of plant study, etc. summarizing work carried out in the enterprise.
3. Charts on wind and climatic studies for class book.
4. Temperature graphs.
5. Safety first and health posters.
6. Vegetation charts.
7. Color scheme charts--floral arrangements.
8. Construction of:
   (a) window boxes
   (b) garden chairs and pergolas
   (c) bird-houses
   (d) teeter-totters and swings
   (e) trellis
9. Wall chart of school planting to be filled in as work progresses. i.e. records of achievement.
10. Construction of a sun-dial for a formal garden.
11. Coping saw work...garden markers.

PROBLEMS:

A. PLANNING THE OUTLAY OF THE GROUNDS

(a) Health.

1. Games of the playground.
2. Situation of the school as to lighting.
3. First aid, prevention of accidents.

(b) Social Studies and Science.

1. Directions.

2. Situation of land, factors affecting location of flowers, trees, etc.
3. Study of school location, township, municipality.

(c) English

1. Business letters seeking information:- to seed-houses for catalogues and sseds; to Department of Extension, University of Alberta, re trees and shrubs--and Dominion Experimental Farm at Indian Head, Saskatchewan.
2. Poems, etc. centering on the thoughts of trees, flowers and beautiful surroundings.

(d) Arithmetic

1. Land measurements.
2. Drawing to scale.

(e) Art

1. Color harmonies (for flower beds).
2. Nature picture study, proportion, rhythm, balance of design.
3. Printing. Various types for plan and poster.

B. PLANTING ACTIVITIES

(a) Social Studies and Science

1. Soil studies. (Choosing plants suitable to locality, soil drifting, etc.)
2. Vegetation, zones of the earth.
3. Winds, zones of the earth.
4. Tree study of locality, telling age of trees, uses and by-products.
5. Detailed plant study...(structure and uses, propogation, germination, principles of osmosis, capillarity, and photosynthesis).
6. Study of England, Holland, lands of beautiful gardens.

(b) English

1. Creative expression in the form of poetry and prose, with beauties of nature as theme.
2. Learning to write records, brief explanations, for the class book.
3. Literature selections such as "Trees".

(c) Arithmetic

1. Measuring out playing areas. (Basketball grounds, etc.)
2. Buying seeds, money orders, postal notes.
3. Junior Business project on raising and spending funds.

(d) Art

1. Plant collections.
2. Construction work with wood, clay and plant forms.
3. Drawing and coloring of natural forms and naturalistic designs.
4. Picture compositions, line, tone, color.
5. Making design with pressed, colored leaves.

(e) Music
1. Songs such as "Trees" and "The Tulips".
2. Studies of lives of composers. (Lovers of nature).

(f) Health
1. Need of sunshine and oxygen.
2. Value of plants for medicine as well as food.
3. Work of Saunders, Burbank, etc.

C. CONSTRUCTION OF DECORATIVE UNITS

(a) Social Studies and Science
1. Bird study, structure, habitat, migration, value to man.
2. Insect study.
3. Study of our flag.

(b) English
1. Write letters for information on birds, etc., and approximate costs of various building materials.
2. Literature--"Birds of Killing Worth".
3. Building better stories--(sentence structure).

(c) Arithmetic
1. Measurement of window boses, etc.--bird houses--linear measurements.
2. Cost of painting...areas.

(d) Art
1. Front elevation of houses.
2. Nature forms...of birds.
3. Construction of objects with birch bark.

D. CARE OF THE GROUNDS AND UPKEEP
1. Arbour Day study--school yearly planting plan, covering tree years.
2. Making of cement and so forth for walks---study of manufacture of lime and cement.
3. Care of garbage.
4. Letters of thanks.
5. Completing the class project, the book.
6. Festivals of Feudal and Ancient Times which celebrated Goddesses of nature.
7. Celebration of May Day.
8. Care of annuals and biennials and perennials.
9. Planting and care of bulbs.
10. Construction and the care of a rock garden.

CHAPTER IV

SCHOOL OUTBUILDINGS

TABLE II

QUESTIONS AND CONSOLIDATED RETURNS RE OUTBUILDINGS

1. Is there a barn on the school premises for stabling the children's horses?.....Yes 68* No 12

2. Indicate the present state of repair of the barn if one exists.

A	B	C	D	E
11	20	23	11	3*

3. Is the stabling accommodation adequate?....Yes 64 No 4*

4. Is the barn cleaned regularly, that is at least once a week?.....Yes 14 No 54*

5. Are the privies, "outside" buildings?.....Yes 78* No 2

6. Indicate the state of repair of the privies:

(a) Boys' -	A	B	C	D	E
	12	11	32	15	10

(b) Girls'-	A	B	C	D	E
	15	17	33	10	5

7. Has the boys' privy a urinal?.....Yes 24 No 56

8. The vaults in the privies consist of
   (a) deep pits - 44 (b) shallow pits - 33
   (c) pails - 1*

9. Disinfectants, such as chloride of lime, are used in the privies
   (a) regularly - 7 (b) occasionally - 21
   (c) never - 50*

10. Are the privy seats provided with hole covers?.....Yes 11 No 69

11. Are the privies of the boys and girls widely separated? .....Yes 64 No 14*

12. Is the entrance of each privy effectually screened from view from the other?.....Yes 50 No 28*

13. Are the privies kept clean and sanitary?...Yes 58 No 22

14. Is the fuel stored in an outside bin or building?..... Yes 44* No 36

15. Indicate the suitability of the location of this building with respect to the school building.

A	B	C	D	E
21	14	9	0	0*

An Analysis of Table II and Comments Thereon

Sections 1-4.- Stabling facilities appear to be, on the average, good except for one feature namely that of keeping the barns cleaned. To overcome this difficulty it would seem reasonable to require those having horses using the stable to clean out the stable at least once a week. If the barns are used at nights in connection with the holding of dances, entertainments and so forth, the school board could insist that the committees in charge of these gatherings see to it that the barns are left in a clean state after each such function.

Sections 5-13.- Health education is one of the most important duties of the school. Through the maintenance of sanitary privies, practical health work can be done to supplement the theoretical work of the classroom. The returns in Table II show that there is room for much improvement in this respect in the average rural school.[1]

Sections 14-15.- There seems to be adequate provision for fuel storage in the rural school districts.

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*The asterisk in Table II indicates a total that is analysed more fully in sections immediately following that are marked with asterisks.

[1]Refer to Section 4 - General Regulations of the Department of Education, 1931.

CHAPTER V

SCHOOL BUILDING AND EQUIPMENT

TABLE III

QUESTIONS AND CONSOLIDATED RETURNS
RE SCHOOL BUILDINGS AND EQUIPMENT

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1. How old is the school building?
1 to 5 years - 6; 6 to 10 years - 8; 10 to 20 years - 26
21 to 30 years - 29; 31 to 40 years - 11.

2. Indicate the type of structure.
(a) Log - 9 (b) Frame - 65 (c) Stucco - 5 (d) Brick, cement or stone - 1.

3. Has the building a foundation?.....Yes 64* No 16

4. Indicate the condition of the exterior.

	A	B	C	D	E
(a) Roof -	26	25	19	8	2
(b) Walls -	19	26	23	7	5
(c) Foundation -	20	20	13	8	3*

5. Is the main source of light a bank of windows at the left of the pupils' seats? Yes 62 No 18

6. Is there any harmful cross-lighting?.....Yes 16* No 64*

7. Are the windows in good condition? .....Yes 69 No 11
(that is intact, do not rattle)

8. Are the windows equipped with window shades?.....Yes 56* No 24

9. Indicate the type of window shades:
(a) roller-blind - 52 (b) two-way blind - 4
(c) Venetian blind - 0

10. If the daylight enters the room in the main through windows on one side of the room indicate the direction from which the light comes:
North - 6; South - 12; East - 33; West 13* Total 64.
If there is cross-lighting of approximately equal intensity from two or more directions indicate these directions. (Use cardinal points)
North and South - 10; East and West - 6* Total 16.

TABLE III (CONTINUED)

QUESTIONS AND CONSOLIDATED RETURNS
RE SCHOOL BUILDINGS AND EQUIPMENT

11. Can the upper sashes of at least half the windows be lowered?.....Yes 33* No 47

12. If so are such sashes provided with cords and weights?..... Yes 23 No 10*

13. Can the lower sash of at least half the windows be raised?..... Yes 70* No 10

14. If so is there any device in use for shielding the children from a direct draft when a lower sash is raised?..... Yes 3 No 67*

15. Has the school a ventilation system that calls for windows remaining closed at all times?.Yes 5 No 75

16. The total window area equals what fraction of the total floor area?
1/4 or more - 18; 1/5 - 26; 1/6 - 18; 1/7 - 3; 1/8 - 15

17. What is the total area of the blackboards in your room?
Under 100 sq. ft. - 42; 101 sq. ft. to 125 sq. ft - 17; 126 sq.ft. to 150 sq.ft. - 11; 156 sq.ft to 175 sq.ft -6 176 sq.ft to 200 sq.ft. - 4.

18. In what condition are the blackboards?

A	B	C	D	E
8	22	23	13	4

19. Taking into consideration the area, placement, chalk-rail and condition of the blackboards denote classroom value..

A	B	C	D	E
7	24	32	13	4

20. Is the school provided with mounting or bulletin boards?.....Yes 23* No 57

21. Indicate the worth of these boards as classroom aids.....

A	B	C	D	E
7	3	11	2	0*

TABLE III (CONTINUED)

QUESTIONS AND CONSOLIDATED RETURNS
RE SCHOOL BUILDINGS AND EQUIPMENT

22. Indicate the nature of the seating accommodation:
(a) Home-made equipment - 5; (b) Fixed double seats - 22
(c) Fixed single seats - 26; (d) Movable single seats - 27.
(Considered "fixed" if more than one desk and its seat are on a pair of slats.)

23. Are the seats adjustable?.....Yes 21 No 59

24. Evaluate the seating accommodation having regard for all features of such accommodation.....

A	B	C	D	E
3	21	30	16	10

25. Indicate the suitability of the teacher's desk and seat accommodation.....

A	B	C	D	E
15	24	24	13	4

26. Are there any pupils in Division I (Grades I, II, III) in your room?..... Yes 78* No 2

27. If so has the school the following primary furniture?.....

(a) Primary children's chairs?	Yes 8	No 70*
(b) " " book-case?	Yes 14	No 64*
(c) " " reading table?	Yes 13	No 65*
(d) " " reading charts?	Yes 23	No 55*
(e) " work-table (trestle or otherwise)	Yes 33	No 45*

28. Indicate the value of the primary school teaching devices taken as a whole, e.g. numeral frame, reading charts, busy-work material etc.....

A	B	C	D	E
0	4	13	29	32

29. With regard to facilities for conducting enterprise activities has the school:

(a) Ample floor space ?.....	Yes 40	No 40
(b) A suitable work table?.....	Yes 34	No 46
(c) A set of at least one half dozen common tools?	Yes 8	No 72
(d) A moderate supply of a variety of nails?.....	Yes 8	No 72

TABLE III (CONTINUED)

QUESTIONS AND CONSOLIDATED RETURNS
RE SCHOOL BUILDINGS AND EQUIPMENT

30.	Evaluate the practical worth of science equipment of the school	A	B	C	D	E
		4	8	25	25	18
31.	How suitable are the library facilities exclusive of books?.....	A	B	C	D	E
		1	11	24	32	12
32.	Indicate the value of the books at present in the library from the standpoint of aid in teaching the new curriculum.....	A	B	C	D	E
		6	13	32	19	10
33.	Does the board supply paper, ink, art supplies for the use of the pupils?.....	Yes	52	No	28*	
34.	If the Board does not provide such supplies do the parents make adequate provision?	Yes	22	No	6*	
35.	Does the Board supply free text-books (exclusive of readers)?.....	Yes	6	No	74	
36.	Are you expected to provide drill devices such as number games, language games, etc?	Yes	59	No	21*	
37.	If the Board provides such drill devices, evaluate the present stock.....	A	B	C	D	E
		0	1	3	8	9*
38.	Has the school any device for duplicating written material, e.g. a hectograph, mimeograph, or duplicating machine?.....	Yes	51*	No	29	

39. If so, to whom does it belong? Board - 11; Teacher - 40*

40. Indicate by encircling the items in the list if the school owns or has the use of one or more of the following:
Phonograph - 19; Radio - 8; Projection Lantern - 1
Ordinary moving picture machine - 3; Movie Machine with sound attachments - 0; Organ - 15; Piano - 21

TABLE III (CONTINUED)

QUESTIONS AND CONSOLIDATED RETURNS
RE SCHOOL BUILDINGS AND EQUIPMENT

Summary:- 25 schools had none of the above
46 " " one " " "
7 " " two " " "
1 school " three " " "
1 " " four " " "

41. Encircle the type of heating system in use.
(a) Ordinary heater - 29
(b) Jacket heater e.g. Waterbury Heater - 37
(c) Pipe-furnace - 10
(d) Pipeless furnace - 4

42. Indicate the efficiency of the heating unit ..... A B C D E
10 25 18 20 5

43. Is any means employed to humidify the air?..... Yes 65* No 15

44. Indicate the value of the device for humidifying the air..... A B C D E
2 13 21 18 11*

45. Is ventilation secured by other means than opening and closing windows?..... Yes 28* No 52

46. If so, indicate the efficiency of such ventilation system..... A B C D E
2 6 9 8 3*

47. If water is not obtainable on the school premises is water supplied for drinking purposes?..... Yes 55* No -[a]

48. If so is it good?..... Yes 52 No 3*

49. Encircle the means used to make the drinking water available to the pupils;
(a) Bubbler fountain - 0 (b) Covered container with tap -48 (c) Covered container - 7 (d) Uncovered container - 25.

[a]In twenty-five schools water is obtainable on the premises.

TABLE III (CONTINUED)

QUESTIONS AND CONSOLIDATED RETURNS
RE SCHOOL BUILDINGS AND EQUIPMENT

50.	Where fountains are not in use have pupils individual drinking cups?.....	Yes 71	No 9	
51.	Is there an adequate supply of water for washing purposes?.....	Yes 67	No 3	
52.	Are washing facilities adequate? (e.g. wash-stand, basin, mirror, etc.).....	Yes 50	No 30	
53.	Does the Board supply paper towels?.....	Yes 16	No 64*	
54.	If not, have the children individual towels?.....	Yes 53	No 11*	
55.	Are school lunches served?.....	Yes 7	No 73	
56.	If so, all year? - 0; Part of year? - 7.			
57.	Are the school lunch facilities adequate?	Yes 8	No 72	
58.	Are the cloakroom facilities adequate?....	Yes 49	No 31	
59.	Have you a room that could be considered a teacher's room where you can enjoy some degree of privacy?.....	Yes 2	No 78	

*The asterisk indicates a total that is analysed more fully in sections immediately following that are marked with asterisks.

An Analysis of Table III and Comments Thereon

Sections 1-4.- The buildings that have been built within the last twenty years are, on the whole, in good condition. Some of the older buildings should be replaced immediately for they are far below standard in almost every respect. Approximately 1/10 of the schools are in this category.

Sections 5-16.- With regard to natural lighting in the schools the returns would indicate need to cope with the harmful cross-lighting to be found in one-fifth of the schools. Despite the fact that south lighting is not approved by the Department's Building Branch, 12 out of 80 receive light from the south, however this is accounted for by the fact that these schools are, for the most part, of the older type.

The provision of window shades appears to be very inadequate, 24 out of 80 schools having no shades whatsoever.

Ventilation, in the main, is secured through raising or lowering the window sashes. Where the lower sash is used a board or beaver-board shield can be easily constructed to shield children near the windows from direct drafts from the windows. Out of 70 schools depending on lower window-sash raising for ventilation, only 3 have such devices.

The Building Branch specifications call for a ratio 1:5 for window area and floor space. In most places the ratio is 1:6. Taking the latter ratio as a standard almost one quarter of our schools are inadequately lighted.

Sections 17-19.- Although the Departmental Regulations call for at least one hundred square feet of blackboard space per classroom, fully fifty percent of the schools fail to measure up to this standard. The Buildings Branch is at present working on the assumption that one hundred and twenty square feet should be the minimum. The general estimate of the value of the blackboards at present in the schools shows a need for improving this important classroom equipment.

Sections 20-21.- Mounting or bulletin board accommodation is very inadequate especially when considered in relation to the enterprise program needs of the schools.

Sections 22-25.- Desk and seating accommodation is far from satisfactory. Only one third of the schools have movable seats suitable for use in schools carrying on an activity program.

Sections 26-28.- One of the most serious problems confronting the rural teacher is that of teaching primary work, and the results of this survey seem to indicate very clearly that suitable equipment for carrying on this work is almost entirely lacking. In the industrial world where competition in production is keen no employer would think of having his employees work with out-moded equipment. Likewise, no farmer, worthy of the name, expects his employees to go out and cultivate the land using antiquated equipment or no equipment at all, yet strange to say in the majority of our rural schools teachers are expected to render efficient service without the wherewithal

so to do.

The urban schools realize that the first year at school is perhaps the most important in a child's school career hence we find, in the city schools in particular, primary departments that are wonderfully equipped for giving children a proper start in school. Each rural school should aim to have one corner of the classroom fitted up as a primary department where children will be able to catch something of that primary room atmosphere which makes the good urban primary rooms such delightful places.

Sections 29-32.- The extent to which our rural schools are adapted to the requirements of an enterprise or an activity program is deserving of close study. Although 50% of these schools have the necessary floor space to carry on this type of work, they are not furnished with suitable equipment and materials to allow enterprise work to be carried on under ideal conditions. However, there are some encouraging features to be noted. Although the science equipment rating is only about 50% efficient, yet due to almost wholesale purchases by almost all divisional boards, there has been great improvement in this respect during the past three years. Section 32 shows that the libraries are being stocked with new books that are valuable aids in teaching the new curriculum. Last year the School Book Branch supplied, on the average, over one thousand dollars worth of supplementary reading books to each school division. This had the effect of replenishing the sadly depleted school libraries with very valuable books.

Sections 33-39.- The problem of providing supplies of various kinds for the operation of the schools. An unbiased study of the returns in these sections shows the need for the boards assuming the responsibility of providing necessary material so that the schools will function efficiently. It is neither fair nor wise to expect the teacher to supply drill devices, mimeographing machines and supplies, for those things should be regarded as standard equipment for all schools.

Section 40.- Approximately one-third of the schools are not equipped with special equipment such as musical instruments and visual aid devices. This no doubt impairs greatly the efficiency of the school plant.

Sections 41-46.- These sections reveal a need for modernizing the heating, humidifying and ventilation systems of the schools. Over one-third rely upon a jacket-less heater for heating the school. The radiation from such a plant makes it difficult to use, to advantage, floor space in the vicinity of the stove.

Although 65 out of 80 indicated that there was some means employed for humidifying the air, most of them stated that the humidifier consisted of a pan or pail with water in it placed on the stove.

The ventilation systems in conjunction with the heating systems are not proving very satisfactory.

Sections 47-54.- These sections make it evident that

much can yet be accomplished in the rural schools in the field of practical health work.

Sections 55-57.- Apparently the serving of school lunches is receiving scant attention in our schools. The serving of a common hot dish or drink of some kind at noon benefits the children in more ways than one. Not only is the serving of hot lunches valuable from the standpoint of meeting the children's bodily needs, but when these lunches are prepared and served by the pupils under the teacher's direction, they should afford valuable training in social relationships.

Section 58.- The cloakroom facilities apparently can be greatly improved. One common fault in cloakrooms is the lack of coathooks, or if there are a sufficient number of these, they are placed too high for the smaller children's use. A good device is to have a row of hooks at a low level "staggered" with a row of hooks at a higher level, thus economizing space and making it possible for all pupils to hang up or secure their wraps with ease.

Section 59.- Modern school planners realize the teacher's right to privacy and so they make provision for a teacher's room or office in the one room school. Our schools are for the most part not built to meet this need.

CHAPTER VI

TEACHERAGES.

TABLE IV

QUESTIONS AND CONSOLIDATED RETURNS RE TEACHERAGES

---

1. Is there a teacherage in connection with your school?..... Yes 19* No 61*

2. If there is not, are boarding facilities of such a nature that you desire a teacherage?..... Yes 15 No 46*

3. If there is a teacherage in the district are you living in it?..... Yes 13* No 6

4. If there is a teacherage is it located on the school premises?..... Yes 16 No 3*

5. If not, how far from the school is it?
   Average distance - ½ mile.

6. If you are using the teacherage is it rent free?..... Yes 1 No 12

7. If it is rented what is the rental charge?
   (a) Monthly rental if fuel is not supplied?
   Average - $3.50
   (b) Monthly charge if fuel is included?
   Average - $5.00

8. What was the total cost to the board of teacherage and furniture?
   (If the above is not available make a conservative estimate, and after the figure write "estimate".)
   Average - $300.00

9. Are you married?..... Yes 11 No 69

10. How many rooms are there in the teacherage?
   (a) One room - 4
   (b) Two rooms - 10*
   (c) Three rooms - 5

TABLE IV (CONTINUED)

QUESTIONS AND CONSOLIDATED RETURNS
RE TEACHERAGES

11.	Grade the teacherage from the stand-point of planning.....	A	B	C	D	E
		2	3	5	5	4*
12.	Is it well constructed?.....	Yes	8	No	11		
13.	Is there a basement under the teacherage?	Yes	12*	No	7		
14.	If so encircle the type listed below: (a) Full-sized cement - 0 (b) Full-sized, cement walls, dirt floor - 0 (c) Part-sized cement - 1 (d) Part-sized cement walls, dirt floor - 0 (e) Full-sized, boarded - 0 (f) Full-sized, boarded walls, dirt floor - 1 (g) Part-sized boarded - 0 (h) Part-sized, boarded walls, dirt floor - 0 (i) Just a hole in the ground - 10*						
15.	Evaluate the basement accommodation.....	A	B	C	D	E
		0	2	1	2	7*
16.	Is the teacherage easily heated?.....	Yes	12	No	7		
17.	Encircle the means used for heating the teacherage: (a) Stove and Heater - 19 (b) Furnace						
18.	Are the ventilation facilities good?.....	Yes	8	No	11		
19.	Is the natural lighting suitable?.....	Yes	14	No	5*		
20.	Are cupboard facilities adequate?.....	Yes	6	No	13		
21.	Is the interior decorating pleasing?.....	Yes	2	No	17		
22.	Is the external appearance pleasing?.....	Yes	11	No	8		
23.	If you owned the building and were using it as a home would it give you a sense of pride of ownership?.....	Yes	2	No	17		

*The asterisk indicates a total that is analysed more fully in sections immediately following that are marked with asterisks.

An Analysis of Table IV and Comments Thereon

The "boarding problem" is one of the major problems that confronts most rural school teachers in Alberta. Many teachers do not like to board in homes where there are children, especially children of school age. Many families in rural districts do not care to board the teacher. In some districts where the "boarding problem" has been very grave the school board has attempted to solve it by erecting a dwelling or "teacherage" for the teacher. Up to the present this effort on the part of school boards has not met with universal acclaim. A casual survey of the returns in Table LV should reveal the reason for this.

Section 1.- shows that out of 80 schools, 19 or approximately one-quarter of the schools are provided with teacherages.

Section 2.- would seem to indicate that there are not enough teacherages to meet the demand for them, for in the remaining 61 schools, 15 of the teachers would rather live in teacherages than board.

Section 3.- however, shows that where there are teacherages, full advantage of their presence is not being taken for out of 19 only 13 are being used and in the six instances where they were not in use only one gave as a reason for not using the teacherage that it was not fit for occupancy. We will assume then, that the number of teacherages in existence at

present in this province is sufficient to take care of the normal demand for teacherages.

Sections 4-5.- show that care has been taken to locate teacherages on or near the school premises. This, no doubt, is a desirable arrangement although where the school is far removed from the homes of the people of the district, the advantages of locating the teacherage near the school may be outweighed by the disadvantages.

Sections 6-8.- The steps taken by the Department to prevent school boards charging exorbitant rents for the teacherages and thereby nullifying the effect of the minimum salary clause have proven effective. The average rental charges as revealed by this survey appear to be in keeping with the average capital cost of the teacherages and furnishings.

Section 9.- The proportion of married teachers to single teachers in rural areas is quite low, namely 1:8.

Sections 10-22.- The reason for the ratio of married to unmarried teachers in rural districts being so low are quite obvious. In the first place the average salary of the rural teacher is quite low, so low in fact that one could not maintain for two people, let alone more, a standard of living that professional people are expected to enjoy unless the cash salary were supplemented with bonuses such as a rent free teacherage, free fuel and a good garden.[1] Since the returns in this section

[1]The average salary per year in rural schools for the year 1937-38 was $777.76 (Thirty-third Annual Report of the Department of Education, of the Province of Alberta).

show that the teacherages are not rent free and the teacherage accommodation is very poor there is little inducement for a rural school teacher to get married with the intention of remaining in the rural school situation.

In order to get a mental picture of the average rural teacherage we shall attempt to describe such a structure using the data of this section.

The average rural teacherage in Alberta is a small frame building that is fairly attractive from the outside. On close inspection one discovers that it is but fairly well constructed. Little attention has been given to planning the building. The interior is divided into two rooms that lack even such simple conveniences as built-in cupboards. The building is easily heated by means of a cook-stove and possibly a heater as well, but it is difficult to regulate the ventilation satisfactorily. The natural lighting is quite good. The interior decoration is far from pleasing. The storage facilities are quite primitive, the basement being merely a hole in the ground. No doubt such a structure can afford one shelter from the elements but one could hardly dignify it by referring to it as a residence, for the average teacher who has to live in it never dreams of residing in it permanently.

Having discovered that our teacherages are far from satisfactory one naturally asks, "Well, what can be done to improve them?". In searching for the answer to this question I turned to a group of people who are vitally interested in

the solution of this problem. In the Summer School Rural Education Class of 1939, to which reference has been made, were a number of teachers who were living in teacherages. These teachers were formed into a committee to deal with the teacherage problem. We discussed various possible solutions of the problem and after intensive study, by the committee, of all aspects of the problem the following report was drafted and presented for the consideration of the class as a whole:

Teacherages[1]

Teacherages are essential if the demand for experienced teachers is to be met. Therefore we suggest that Divisional Boards take progressive steps toward supplying at least 25% of the school districts in every division with a teacherage. They should be placed where boarding facilities are very poor.

The Building:- We have been quite unanimous in our demands that every teacherage should be provided with full sized basement, a kitchen, a living room and a bed room with clothes closets, and the plan is to include a front and rear exit. The whole structure should cover at least 200 sq. ft. The cost of such a bungalow including material and labour, according to estimates received from Lumber Agencies would approximate $900.00. With lumber supplied by the Local District where possible, $600.00 should be sufficient.

We sincerely hope that teacherages built in the future

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[1]A report on teacherages submitted by "The Teacherage Committee of the Rural Education Class to the whole class. (Department of Education Summer School, Edmonton Session 1939).

will be so constructed as to ensure good ventilation, yet be warm and cosy during the winter months. We further suggest that there be too many windows rather than too few.

This committee considers that a yearly rental of 10% of the value of the teacherage is not exorbitant. Proceeds from rental would be applied on debt incurred at time of construction as well as on cost of upkeep. Thus if the construction of a teacherage and the furnishings involved an expenditure of $1000.00 and only one-half of the 10% of value rental fee were applied toward payment of the cost of construction the investment would be repaid in twenty years. However plans of financing and repayment must be adapted to the circumstances of the Division and so must be worked out according to the needs of each.

Furnishings.- There is the problem of furnishings. Three years is really a long time to stay in one district, strange as it seems. Since, in spite of our protests, we teachers find ourselves leading such a nomadic life we do not feel inclined to buy our own furniture. We all know that "two moves are as bad as one fire". Furthermore, there is the expense of transfer to consider. Therefore this committee goes on record as demanding that every teacherage be furnished with such housekeeping necessities as a range, heater or furnace, table, chairs, blinds, screen, screen door, bureau with good mirror, bath tub, bedstead, spring, mattress and pillows, these latter two to be of good quality.

We have also considered the cost of a plumbing system,

including the three regular bathroom pieces as well as sink, force pump and septic tank. These would cost $171.75. While we feel certain that these fixtures would be appreciated, we also realize that there are more immediate needs to be met.

This concludes our report on living accommodations for teachers and it is our firm conviction that, until we find such Home-Building facilities on a greater percentage of school premises, we shall always have a cry from rural districts for experienced teachers going unanswered because of the many inducements away from the profession, including low salaries and above all the lack of Home-Building opportunities.

The above report is worthy of serious consideration inasmuch as it gives the considered opinion of people who know teacherage conditions at first hand. I wish to supplement the report with one further suggestion along the lines of the committee's recommendations.

Through-out the Dominion assistance is being given individuals to improve their homes under the Home Improvement Plan. It should be possible to secure money under such a scheme for the improvement of existing teacherages for teachers have just as much right, as citizens of this Dominion, to enjoy ordinary home comforts as has any other person.

Too long have the rural teachers of this province tolerated adverse living conditions to the detriment of themselves and the teaching provession. They now have the means for

bringing concerted action to bear upon the solution of their problem, namely their professional organization. Will they use it?

CHAPTER VII

GENERAL QUESTIONS

TABLE V

GENERAL QUESTIONS AND CONSOLIDATED RETURNS

1. Has the Board a definite policy which it is putting into effect with regard to repair, maintenance and extension services?..... Yes 54 No 26

2. If your school district is part of a larger unit is the maintenance service as good, better, or worse than under the local board system?
   (a) As good - 20.
   (b) Better - 40
   (c) Worse - 9[a]

3. Assuming that every teacher is entitled to the best possible working and living conditions what letter rating is the school plant in your district entitled to in this regard?.....

A	B	C	D	E
2	13	35	24	6

[a]The returns for question two are incomplete. Three teachers, whose schools are in the larger divisions did not answer this question.

An Analysis of Table V and Comments Thereon

Question 1.- It is interesting to note that in the case of two-thirds of the schools dealt with in this survey, the boards, and in most cases this refers to the divisional boards, have a definite repair, maintenance and extension service policy. Many of the divisions have been in operation only since the beginning of this year and therefore have not had time to formulate and put into effect a policy of this type. One has however, good reason to expect, as a result of a general adoption by all divisions of such a policy, that throughout the province in the course of a few years marked improvements will be noticed in the appearance and the equipment of the rural school plants of Alberta.

Question 2.- It is well however for the very enthusiastic supporters of the larger units of administration to note that although out of the 69 teachers who answered this question 40 say the maintenance service is better under the larger units than it was under local board control, and 20 say that it is as good, yet 9 say that it is worse. There are dangers as well as advantages in centralization. If the larger units are to render the best possible service, those in charge of them must study closely the experiences of peoples in other lands where centralized control has been tried out for a long period of years, for example Australia, in order to profit from those experiences. Then in the light of the experiences of others they should study their own problems with determination to find

the best possible solution for them.

Question 3.- In the consolidated answer to this question, which requested a letter grading from each teacher of the living and working conditions in his school plant, one has a significant reply to the first question propounded in the problem of this thesis, namely, "Are the rural school facilities of this province suitable for giving effect to the present Elementary and Intermediate School Program." Out of 80 there are 2 that say they have an excellent plant; 13 grade it as very good; 35 as good; 24 as fairly good and 6 as very poor.

In arriving at a composite score of this kind there is a natural tendency to gravitate towards the middle score. If, however, we disregard the C scores and study the remaining scores we note that compared to 2 A gradings, there are 6 E gradings, and compared to 13 B gradings there are 24 D gradings, we are forced to the conclusion that our rural school plants are in need of considerable improvement, and furthermore in the light of the returns under the various special headings we are safe in saying there are very few rural schools in Alberta that are not in need of major improvements of one type or another.

CHAPTER VIII

CONCLUSION

In concluding, we shall endeavor to set forth as clearly and in as few words as possible, what, as a result of the facts revealed by the survey, we take to be the answers to the questions propounded in the first chapter of this thesis.

Answer to Question 1.

Are the rural school facilities of this province suitable for giving effect to the present Elementary and Intermediate School Program? The answer is most emphatically "No".

Answer to Question 2.

If they are inadequate, why are they so? When one attempts to answer this question he finds a number of reasons for the rural school facilities being inadequate, the most important of which seem to be:

1. The funds available to rural school boards have been insufficient to meet the needs of the schools.

2. Many people who settled in Alberta in the early days had not serious intentions of settling here permanently. They came here intending to make a fortune, which would enable them to retire and go back "East, to "The Coast" or to California to spend the rest of their days in ease, consequently they planned only to meet the needs of the immediate future.

3. The average local trustee was not well informed with

respect to his duties as a trustee nor the aims and trends of education.

4. The rural teachers have not given the type of community leadership which is essential for securing the best possible results in rural education.

Answer to Question 3.

If the facilities are inadequate what practical steps can be taken to overcome the deficiencies? In answering this question we shall deal seriatim with the reasons given in answer to question 2.

1. The funds available to rural school boards has been insufficient to meet the needs of the schools. - The creation of the larger units of school administration has, through enlarging the tax-supporting area for each school, produced worthwhile amelioration, but it is quite apparent to informed people that the present system of land taxation does not "tap" the real sources of wealth in this province in such a way as to bring about an equitable distribution of money that should be available for educational purposes. To illustrate: "Why should the schools in the Turner Valley School District be able to enjoy the benefits of modern schools that make possible the realization to the fullest degree of the aims of our courses of study, while across the road in another district is a school, which because it is solely dependent upon a land tax for its revenue is only able to offer the compulsory units of

the courses of study? In using this illustration, I wish to make clear that neither I, nor anyone to my knowledge, begrudges the children of Turner Valley the educational opportunities they enjoy, but the point I wish to establish is, that if it is good for the children of the Turner Valley School District to enjoy modern school facilities, it should be equally good for the children across the road in the adjoining school district, and if one district fortuitously is able to secure more money than another district, action should be taken to place all districts on an equal footing. The solution of this problem rests with the Provincial Legislature.

2. Many people who settled in Alberta in the early days had not serious intentions of settling here permanently.- If proof as to this statement is necessary we have but to look at Table I in this survey. Out of 80 schools 33 made no attempt to make permanent improvements to the school grounds, and the efforts in the other 47 districts were attended with very indifferent success. It is only in recent years that people in Alberta seem to have realized that the possibilities for home-making here cannot be excelled anywhere in the world. When people decide to make a place "home" they take steps to make it as attractive as possible.

The Alberta "Parent and Teachers Association" is an organization that is doing much to arouse interest in community activities centering around the school. "The Alberta Home and

School News"[1] is a bulletin published by this organization that is well worth reading.

Time will remove the second difficulty we noted, but its removal can be hastened by the formation of community organizations that take positive steps to create a proper community spirit.

3. The average local trustee was not well informed with respect to his duties as a trustee nor the aims and trends of education.- The statistics in the foregoing tables with regard to the observance of the Departmental Regulations (e.g. regulations regarding the flag, observance of Arbour Day, use of barb-wire for fencing, the maintenance of the school well, etc.) would seem to indicate that these regulations had not been studied seriously. Furthermore the larger divisions have discovered that local boards failed in the past to claim generous grants to which they were entitled in purchasing special school equipment, in accordance with the provisions of sections 8(c); 9(b) and 14 of the School Grants Act. These facts would lead one to conclude that the average local trustee was not a close student of the School Act. As to the average trustee not being well informed with regard to the aims and trends of education, experience in school inspection work has convinced me that this is true. The average trustee took the attitude that being a laymen he should not be expected to concern himself

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[1] "The Alberta Home and School News", Mrs. A. M. Sills, Editor, 20 Sills Apartments, Calgary, Alberta.

with the philosophy of education. The function of a school trustee is more than that of securing money from the taxpayer and then spending it without question at the direction of a person who is not directly responsible to the people. Before he can perform his duty in the budgeting for school expenditures he must know the purposes of the contemplated expenditures. Surely trustees should be something more then "Yes-men" to school superintendents or officials of the Department of Education.

What then is the solution? I suggest that each layman who is a rural school trustee should consider it not only a duty but a privilege to read at least one good book dealing with rural school problems and in addition to reading "The Alberta School Trustee" magazine he should read at least one good magazine dealing with school problems. Divisional boards could subscribe for a number of these magazines and make them available for local as well as divisional trustees. Below are listed two good books on rural school problems and a number of magazines that I am prepared to recommend.[1]

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[1] "Everyday Problems of the Country Teacher" - F. J. Lowth. The Macmillan Publishing Co., New York.
"The Rural Community and Its School" - Lewis. American Book Co., Chicago.
The Alberta Teachers Association Magazine - Imperial Bank Building, Edmonton, Alberta.
The Alberta School Trustee, 11119 - 86 Ave., Edmonton, Alberta.
School Progress - 2 College Street, Toronto, Ontario.
The School - (Elementary Edition, Ontario College of Education) University of Toronto, Toronto, Ontario.
Educational Administration and Supervision - Baltimore, M.D., U. S. A.
Understanding the Child - 10 Ferry Street, Concord, N.H., U. S. A.

4. The rural teachers have not given the type of community leadership which is essential for securing the best possible results in rural education.- The rural teachers in Alberta, have been very young people with but meagre professional training. They rarely stayed long in the same school, for salaries and living and working conditions were such that there was little inducement for them to remain long in the same place.

The divisional boards can do and are doing much to improve the salaries and working conditions of the rural school teachers. Through making it possible, by providing better teacherage facilities, for rural teachers to become established in rural communities, divisional boards can do much to assist teachers in giving worthwhile community leadership, for it takes time to plan and execute community activities that are to be of lasting value. A teacher who has come to be regarded by the people as one of them can do much in the way of community leadership.

As for the teacher's teaching activities, in the past there has been too much emphasis upon theoretical work and not enough upon practical work in our schools. The present course of studies is an attempt to remedy this. Through enterprise

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[1](Footnote continued from preceding page.)
Hygeia (The Health Magazine) - Mead. Johnson and Company, Evansville, End., U. S. A.
Progressive Education - 221 West 57th Street, New York, N.Y., U. S. A.

work in the Elementary School and the optional courses of the higher schools opportunities are presented for "learning by doing" as well as "learning by memorizing". The results of this survey show quite clearly that the health education work can be made much more practical than it has been in the past. As for the agriculture work, if visible results in the form of beautiful school grounds constitute a fair criterion for judging its value, we must confess it has been far from successful. I would say that if we want our children to love flowers we should give them flowers to love. In like manner practical work such as that sponsored by the school fairs could be made an integral part of the agriculture work in all the schools.

I am well aware that it is possible to go to extremes in activity work. I am not arguing for all "activity work" and no theory because I recognize that there is a necessity for the conscientious studying of theory by all children but I am protesting against that which we, as teachers, have been guilty of in the past, namely, teaching only theory and utterly disregarding applying the theory.

Since the enactment of the Teaching Profession Act, 1935, one can detect a growing desire on the part of teachers to make their calling worthy of professional status, as a result they are alert to the need to improve themselves in the art of teaching and also in the matter of assuming responsibilities of community leadership.

In conclusion, I have tried to view the problem I set myself at the beginning of this thesis in a fair, disinterested manner. To me it seems the matter of modernizing our rural school plants is a serious problem but we have to-day a Department of Education that has demonstrated, through the re-organization of the administration system and the revision of the school curriculum, that it has a progressive outlook and is not afraid to cope with big problems, we have divisional school boards composed of men of wide experience and these boards are assisted by local boards which, if they are functioning, have proven that they have the furthering of education truly at heart and we have a body of teachers eager and willing to promote the best interests of education, therefore I am confident that the problem, through the co-operative effort of these three forces, can be solved. I look forward to the day when we as citizens of Alberta can point with pride to any one of our rural schools and say, "There is an Alberta Rural School!".

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